

Greetings! 7<sup>th</sup> grade Language Arts students will be beginning their large Research Project Unit soon. It will stretch over the entire month of March (approximately four weeks) and will affect students' Quarter 3 and Quarter 4 grade. **This unit will require a lot of organization, time management, strict deadlines, and hard work both in school and at home;** many of which are skills and duties that a few of our students still struggle with. The purpose of this letter is to communicate what is expected of each student, what the assignment will entail, and to ask each family to help provide support and assistance at home, when needed. Lastly, the purpose of this letter is to explain plans for my upcoming maternity leave and how it will impact your student.

The Research Unit will not only focus on the creation of a 5-paragraph essay, but it will help prepare students for what's expected of them in the future and teach them ways to collect credible sources, compile information without plagiarizing, cite sources properly, use appropriate transitions between ideas, and to compile research-based information that supports a strong 3-part thesis statement. Additionally, students will be learning about potential career interests they may have, after completing an electronic career survey that will help springboard our topic choices.

There are many ways that parents/guardians can help at home. One way would be to **keep track of upcoming deadlines and assignments** and to ask your son/daughter to show you his/her completed work the night before. I will be providing students with a Research Folder, in which they are expected to keep all research-related handouts and work. **You should expect to see this folder brought home on a nightly basis.** The attached handouts contain the projected due dates for each step of the unit. Also, weekly homework assignments are posted on Progress Book by Tuesday of each week, at the latest. By comparing your student's completed assignment to the "Step-by-Step Description" page of this handout (and/or by comparing it to the rubric, if one's been provided for that particular step), then students and parents alike can have a better idea assessing the quality of work that's been done and how many points he/she can expect to earn or lose on it. Another way parents can help is **by answering any questions your student may have about your particular profession.** Your son/daughter will be encouraged to have discussions with family members about their chosen career paths, experiences that led up to it, and day-to-day job duties that are included in it. He/she may even choose to interview one of you to serve as a credible source, if you happen to work in the field they've chosen to research. ☺ Your honest yet detailed candor about your work experience can greatly benefit your son/daughter for this project (and perhaps in their future profession too!).

It's important for students to realize that **deadlines exist for a reason.** Particularly when working on a research unit, students often find themselves easily overwhelmed when/if they miss a deadline. This tends to create what I refer to as the "domino effect". This unit will not allow students to "skip" steps without negatively affecting both their grade—and their overall paper. Each step is set-up to prepare for

the next step. Therefore, when one deadline (or step) is missed, a domino falls....thus knocking over the next domino (another missed deadline), and so on. I appreciate your assistance in emphasizing proactive efforts to avoid this from happening.

The last thing I'd like to use this opportunity to communicate to you is with regard to a more personal note: **my upcoming maternity leave**. As many of you have heard (or seen) already, my husband and I are expecting our first child around March 22. My goal is to continue teaching until that time, or for as long as possible. There is potential that my absence may extend through the end of the school year. Mrs. Patt will be my long-term maternity substitute while I am away. She has more than six years of teaching experience out of state, holds a teaching degree in both Language Arts and Social Studies and has substituted for me many times throughout this school year, allowing her to get to know the school, my students and the curriculum quite a bit. I have all the confidence in Mrs. Patt that she will continue to assist and prepare my students for future success in the Research Unit, the Reading OAA and in other achievements along the way. Please know that if you have any questions leading up to my maternity leave about the research unit (or anything else), that you can contact me freely at [Anna.Tolin@nordoniaschools.org](mailto:Anna.Tolin@nordoniaschools.org). Mrs. Patt's contact information will be made available when she arrives.

Thank you for taking the time to read this (lengthy) letter, and to look through the Research Paper Project description (attached papers). You will find a list of the assignments and their due dates among the attachments labeled, **"Keep this on your refrigerator!"** Please keep the bottom portion of that page at home. To confirm that your son/daughter has completed his/her first research-related assignment, **please sign the top portion, detach it, and return it to school** with your 7<sup>th</sup> grade student for credit on or **before Wednesday, March 5<sup>th</sup>**.

Thank you!

Sincerely,  
Mrs. Tolin

Language Arts Teacher  
Team Viper, Nordonia Middle School  
[Anna.Tolin@nordoniaschools.org](mailto:Anna.Tolin@nordoniaschools.org)

Student's Name: \_\_\_\_\_ Class Period: \_\_\_\_\_ Chosen career/Topic: \_\_\_\_\_

I, the student, understand that the Research Project Unit it will require a lot of organization and time management skills, that I will need to meet strict deadlines, and that I am expected to work hard both in school and at home on this project. I understand that failing to do so may significantly impact my 3<sup>rd</sup> quarter AND 4<sup>th</sup> quarter grade.

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Witnessed by: Parent's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Any comments or questions?

Cut here, detach & return the TOP PORTION ONLY to school by March 5<sup>th</sup>.

## KEEP THIS ON YOUR REFRIGERATOR!

	Assignment:	Pts. Possible	Due Date	Completed?
1.	Finalize your topic & 3 sources about your topic	5- HW	Wed. 3/5/14	
2.	Parent Signature Due	5-HW	Wed. 3/5/14	
3.	Works Cited Page	10*	Thurs. 3/6/14	
4.	Research Organizer	15-HW	Tues. 3/11/14	
5.	Thesis Statement	5- HW	Thurs. 3/13/14	
6.	Typed outline	10*	Fri. 3/14/14	
	Edited Rough Drafts: <i>(see below)</i>	25-HW total		
7.	Intro paragraph RD w/ editing	5	Tues. 3/18/14	
8.	body paragraph 1 RD w/ editing	5	Wed. 3/19/14	
9.	body paragraph 2 RD w/ editing	5	Thurs, 3/20/14	
10.	body paragraph 3 RD w/ editing	5	Fri., 3/21/14	
11.	Conclusion paragraph RD w/ editing	5	Mon, 3/24/14	
12.	Final Draft	42*	Fri. 3/28/14	

TOTALS: 62\* Assessment pts + 55 Homework pts.

**\*The Research Process (#1-11 above) will go on Quarter 3 grades. Q3 marking period ends Friday, March 28<sup>th</sup>. \*The Final Draft (#12 above) will go on Quarter 4 grades.**

## Career Research Paper Project

### 7<sup>th</sup> Grade Language Arts

You will be researching and writing a paper on a career that you feel you would like to pursue as an adult. We will spend many weeks researching your topic, so take time to pick a career that you are generally interested in and care about!

**Your paper should include (a/an)...**

**Introduction:** Introduction paragraph should include the following in order: (5-7 sentences)

- Lead/Hook - analogy, anecdote, quote, statistic, fact, one word/phrase, controversial statement (sentence 1).
- Basic definition of the career chosen (1-2 sentences)
- Why the career interests you (1-2 sentences). **THE INTRO & CONCLUSION ARE THE ONLY PARAGRAPHS WHERE YOU MAY USE PERSONAL PRONOUNS** (I, you, me, my, our, us).
- A thesis statement (last sentence in the paragraph) that states what the paper will discuss.

### 3 Body Paragraphs:

1<sup>st</sup>-A Career Overview: (Choose at least 4 bullets to answer)

- ☐ What does someone in this career do (basic definition)?
- ☐ What does a person do in a typical day (usual hours, tasks, working conditions)?
- ☐ What skills are required to complete this job? (Good in math, public speaking, etc.)
- ☐ How will this job grow or change in the future?
- ☐ What are some challenges or setbacks associated with this job?

2<sup>nd</sup>-About Salary: (Answer each bullet point)

- ☐ What is the standard beginning wage for this job (either hourly or yearly)?
- ☐ What is the median or average salary (either hourly or yearly)?
- ☐ What is the wage for an experienced employee in this career?
- ☐ Besides salary, what are a few other “perks” that employees receive in this job (benefits, vacation, sick leave, etc.)?

3<sup>rd</sup>-About Education and Training: (Answer each bullet point)

- ☐ What is the minimum level of education required for this job (diploma, degree, etc.)?
- ☐ What sort of licensing or testing is required to gain entry into the career?
- ☐ How much does this training/education cost? (research potential universities)
- ☐ What classes could one take in high school to prepare? Participation in activities?

**Conclusion:** Follow the format below: (5-7 sentences)

- Restate your original thesis statement (Change the wording slightly)
- Provide a summary of the main points covered (one summary sentence for each paragraph).
- Reflect on the overall career and discuss whether you’re really interested in it, or not.  
Remember, **THE INTRO & CONCLUSION ARE THE ONLY PARAGRAPHS WHERE YOU MAY USE PERSONAL PRONOUNS** (I, you, me, my, our, us).
- End with a concluding statement (something to leave your audience thinking about)

**As part of the research process, you are required to complete the following:**

- ✦ Locate and research at least 3 sources about your topic (use list of “Helpful links”)
- ✦ Compile sources into a Works Cited Page
- ✦ Complete a research organizer with facts about your topic
- ✦ Write a thesis statement that helps organize your paper
- ✦ Compose a formatted outline for your paper
- ✦ Write at least one complete rough draft of all 5 paragraphs
- ✦ Revise and turn in a final draft by the established deadline

<b>Assignment:</b>	<b>Pts. Possible</b>	<b>Due Date</b>
Finalize your topic & 3 sources about your topic	5- HW	Wed. 3/5/14
Parent Signature Due	5-HW	Wed. 3/5/14
Preliminary Works Cited Page	<b>10*</b>	Thurs. 3/6/14
Research Organizer	15-HW	Tues. 3/11/14
Thesis Statement	5- HW	Thurs. 3/13/14
Typed outline	<b>10*</b>	Fri. 3/14/14
Edited Rough Drafts: <i>(see below)</i>	25-HW total	
Intro paragraph RD w/ editing	5	Tues. 3/18/14
body paragraph 1 RD w/ editing	5	Wed. 3/19/14
body paragraph 2 RD w/ editing	5	Thurs, 3/20/14
body paragraph 3 RD w/ editing	5	Fri., 3/21/14
Conclusion paragraph RD w/ editing	5	Mon, 3/24/14
Final Draft & Finalized Works Cited Page	<b>42*</b>	<b>Fri. 3/28/14</b>
<b>TOTALS:</b> 62* Assessment pts + 55 Homework Points		

\*Denotes Assessment points (90% of overall average)

HW- denotes homework grade (10% of overall average)

**IMPORTANT NOTE:** All deadlines are subject to change as we go. Falling behind on one deadline will put you behind in the entire process! If you're absent, you'll need to work double-hard! You can keep-up with any changing deadlines by referring to the Homework board in our classroom and checking Progress Book often.

## 7<sup>th</sup> Grade Research Process: “Step-by-Step” Descriptions

1. Take the survey—determine career topic  
✓ **Career/ Topic due by:** \_\_\_\_\_
2. Explain thesis “formula”: **Topic + subtopic 1 + subtopic 2 + subtopic 3 = Thesis.**
  - ✓ Subtopic 1: Career Overview/ Job outlook
  - ✓ Subtopic 2: Salary
  - ✓ Subtopic 3: Education Training

**Thesis statement due by:** \_\_\_\_\_

3. Start looking through sources (see “Helpful Research Links”) and find research that relates to the requirements for each paragraph. (See page 1 of this handout for requirements).

### **Helpful Research Links:**

[www.ocis.org](http://www.ocis.org) **Ohio Career Database**- Research information about each part of a career.

Username: NordoniasHS Password: ohicis03 (ohio-zero-three)

[www.easybib.com](http://www.easybib.com)- Login using your Google account to save & record all of your sources & their bibliographic info. Follow the directions to create a Works Cited page.

[www.bls.gov/ooh](http://www.bls.gov/ooh)- **Bureau of Labor Statistics**- use this to find more career information

[www.onetonline.org/](http://www.onetonline.org/) -**O\*Net**- use this to find more career information

[www.kent.edu/admissions/cost/tuition.cfm](http://www.kent.edu/admissions/cost/tuition.cfm) **Kent State University Admission & Financial Aid**- use this to gather information about the cost of a state college in OH.

4. Create a Works Cited page using [www.easybib.com](http://www.easybib.com) to keep track of the sites you’re using.
  - ✓ Login with your Google Account and/or create a username log-in just for easybib and you’ll be able to have your works cited page automatically saved for you!**Preliminary (first draft) Works Cited Page due by:** \_\_\_\_\_

5. Learn how to take notes from sources without plagiarizing:
  - ✓ paraphrasing
  - ✓ summarizing
  - ✓ directly quoting
  - ✓ use citations (author’s last name and page number) (title and page number), etc.
6. Gather information and fill-in your research organizer (handout). Keep track of which site you took that information from (Title or author and page number).  
**Research Organizer due by:** \_\_\_\_\_

7. Create a typed outline following MLA format.
  - ✓ proper MLA typing format: Times New Roman, 12 pt. font; double spaced with a title
  - ✓ use/include Roman Numerals to mark each paragraph (I, II, III, IV, and V)
  - ✓ break-down each Roman Numeral into Capital Letters (A, B, C, D, E)
    - All “A”s should be topic sentences
    - All letter B,C, and Ds should refer to another research question/bullet point under that paragraph’s focus.
    - All “E”s should be summary/transition sentences
  - ✓ break down every capital letter B-D into numbers (1, 2 and 3)
    - Capital letters A and E should only break down into #1.

**Outline due by:** \_\_\_\_\_

8. Create multiple rough drafts & edit them along the way until your entire paper is complete!

**Rough Draft of Introduction paragraph due:** \_\_\_\_\_ **See below:**

- ✓ Begin with a strong attention-getting “hook” to capture reader’s attention
- ✓ the last sentence of your intro should be the approved thesis statement
- ✓ have a trusted peer edit your paragraph using proper editing marks & sign the bottom
- ✓ after making necessary corrections, submit your rough draft (attached to the edited page from your peer) for credit

**Rough Draft body paragraph #1 due:** \_\_\_\_\_ **See below:**

- ✓ add transition words
- ✓ use topic sentences (repeat subtopic “buzz words”)
- ✓ conclude each body P with a summary statement
- ✓ have a trusted peer edit your paragraph using proper editing marks & sign the bottom
- ✓ after making necessary corrections, submit your rough draft (attached to the edited page from your peer) for credit

**Rough Draft body paragraph #2 due:** \_\_\_\_\_ **See below:**

- ✓ add transition words
- ✓ use topic sentences (repeat subtopic “buzz words”)
- ✓ conclude each body P with a summary statement
- ✓ have a trusted peer edit your paragraph using proper editing marks & sign the bottom
- ✓ after making necessary corrections, submit your rough draft (attached to the edited page from your peer) for credit

**Rough Draft body paragraph #3 due:** \_\_\_\_\_ **See below:**

- ✓ add transition words
- ✓ use topic sentences (repeat subtopic “buzz words”)
- ✓ conclude each body P with a summary statement
- ✓ have a trusted peer edit your paragraph using proper editing marks & sign the bottom
- ✓ after making necessary corrections, submit your rough draft (attached to the edited page from your peer) for credit

**Rough Draft of Conclusion due:** \_\_\_\_\_ **See below:**

- ✓ Begin your conclusion with a *restated* thesis (It should include the subtopic “buzz words” in the order they appeared in your paper but **SHOULD NOT BE A WORD-FOR-WORD IDENTICAL COPY** of the thesis from your intro paragraph)
- ✓ Reflect on the overall career & explain whether you’re seriously interested in pursuing it or not—and why/why not.
- ✓ End your paragraph with something to leave readers thinking about.
- ✓ have a trusted peer edit your paragraph using proper editing marks & sign the bottom
- ✓ after making necessary corrections, submit your rough draft (attached to the edited page from your peer) for credit

9. Update/Finalize Your Works Cited Page

- ✓ Add any additional sources you used along the way that weren’t already on your Preliminary version.
- ✓ Make corrections to any errors you may have had on your Preliminary Works Cited

page that was originally submitted for credit.

**10. Self/Peer/Parent Editing**

- ✓ use proper editing marks
- ✓ use a colored pen/pencil
- ✓ sign-off on the bottom of the page

**11. Final Draft with updated Works Cited Page**

- ✓ must be in MLA formatting
  - double spaced
  - proper header in upper right hand corner
  - proper heading in upper left hand corner
  - Works Cited Page-- double spaced on separate page
  - typed in Times New Roman, size 12 point font.
  - aligned to the Final Research Paper Scoring Rubric

**Final draft due by:** \_\_\_\_\_

**IMPORTANT NOTE! READ CAREFULLY!!!!**

- -1 letter grade (10%) will be deducted EACH DAY your paper is late!!!!
- If your paper does not contain the minimum requirements as described through Steps 1-11, it may be returned to you with instructions to correct it. If this happens, it will be considered late. Therefore, make sure you're submitting QUALITY WORK and make sure you're ON TIME the first time!

**12. Take the Research Unit Test.**

- ✓ This test will assess your ability and knowledge of all the steps of the research unit, including writing a thesis statement, organizing a paper around the thesis (with subtopics), writing an outline, the function and format of parenthetical citations, Works Cited Page, etc.

**13. Celebrate! Congratulations! ☺ You're officially done with the Research Paper Unit! ☺**



Name \_\_\_\_\_

Period: \_\_\_\_\_

**Final Research Paper Scoring Rubric**

	6-5	4-3	2-1	Score
Introduction: Lead/Thesis Statement	<input type="checkbox"/> creative lead <input type="checkbox"/> thesis is clearly stated <input type="checkbox"/> intro is focused	<input type="checkbox"/> somewhat creative lead <input type="checkbox"/> thesis is somewhat clear <input type="checkbox"/> intro is somewhat focused	<input type="checkbox"/> Basic or no lead <input type="checkbox"/> thesis is unclear <input type="checkbox"/> intro is not focused	/6
Organization	<input type="checkbox"/> information is logically organized <input type="checkbox"/> clear topic sentences <input type="checkbox"/> use of transition words	<input type="checkbox"/> information is organized <input type="checkbox"/> somewhat clear topic sentences <input type="checkbox"/> some transition words	<input type="checkbox"/> information is not organized <input type="checkbox"/> missing topic sentences <input type="checkbox"/> few transition words	/6
Quality of Information	<input type="checkbox"/> details strongly support main idea <input type="checkbox"/> many quotes and paraphrases used for support	<input type="checkbox"/> some details support main ideas <input type="checkbox"/> some cited quotes and/or some paraphrasing	<input type="checkbox"/> information lacks support to ideas <input type="checkbox"/> few quotes or few paraphrases used for support	/6
In-Body Citations	<input type="checkbox"/> at least 3 different sources are cited in paper <input type="checkbox"/> citations are written and punctuated correctly	<input type="checkbox"/> at least 2 sources are cited in paper <input type="checkbox"/> some citations are written and punctuated correctly	<input type="checkbox"/> at least 1-0 sources are cited in paper <input type="checkbox"/> few or no citations are written and punctuated correctly	/6
Conclusion	Strong conclusion: <input type="checkbox"/> reworded thesis <input type="checkbox"/> summary of key points <input type="checkbox"/> concluding statement	Missing 1-2 <input type="checkbox"/> reworded thesis <input type="checkbox"/> summary of key points <input type="checkbox"/> concluding statement	Missing 3-4: <input type="checkbox"/> reworded thesis <input type="checkbox"/> summary of key points <input type="checkbox"/> concluding statement	/6
Conventions	<input type="checkbox"/> no grammatical or spelling errors <input type="checkbox"/> shows clear signs of editing	<input type="checkbox"/> a few grammatical and spelling errors <input type="checkbox"/> shows some evidence of editing	<input type="checkbox"/> Many grammatical and spelling errors. <input type="checkbox"/> shows lack of editing	/6
Presentation of Paper (format)	Follows MLA format: <input type="checkbox"/> header (name, page #) <input type="checkbox"/> Heading (name, course, etc.) <input type="checkbox"/> Double spaced, 1 in. margins. <input type="checkbox"/> 12 point, Times New Roman font <input type="checkbox"/> Works Cited Page	Missing 1-2 elements of MLA format <input type="checkbox"/> header (name, page #) <input type="checkbox"/> Heading (name, course, etc.) <input type="checkbox"/> Double spaced, 1 in. margins. <input type="checkbox"/> 12 point, Times New Roman font <input type="checkbox"/> Works Cited Page	Missing 3-4 elements of MLA format <input type="checkbox"/> header (name, page #) <input type="checkbox"/> Heading (name, course, etc.) <input type="checkbox"/> Double spaced, 1 in. margins. <input type="checkbox"/> 12 point, Times New Roman font <input type="checkbox"/> Works Cited Page	/6

Total: \_\_\_\_\_/42 pts = \_\_\_\_\_ %

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

**RESEARCH ORGANIZER: I. INTRODUCTION PARAGRAPH**

Teacher Initials when complete:  
\_\_\_\_\_ Date: \_\_\_\_\_

A. Lead/Hook to catch readers' attention:

\_\_\_\_\_  
\_\_\_\_\_

B. Basic definition of the career:

\_\_\_\_\_  
\_\_\_\_\_

C. Why are you interested in this career?

\_\_\_\_\_  
\_\_\_\_\_

D. Thesis statement:

\_\_\_\_\_  
\_\_\_\_\_

A. Question #1: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

B. Question #2: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

C. Question #3: \_\_\_\_\_

Research/Support/Facts- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

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\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

D. Question #4: \_\_\_\_\_

Research/Support/Facts- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

Body/ Subtopic #2: III. SALARY

Teacher Initials when complete:

\_\_\_\_\_ Date: \_\_\_\_\_

A. Question #1: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_

\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

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Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

B. Question #2: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_

\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

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Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

C. Question #3: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
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Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

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Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

D. Question #4: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

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Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

Body/ Subtopic #3: IV. EDUCATION & TRAINING

Teacher Initials when complete:

\_\_\_\_\_ Date: \_\_\_\_\_

A. Question #1: \_\_\_\_\_

**Research/Support/Facts-** Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

B. Question #2: \_\_\_\_\_

**Research/Support/Facts-** Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

C. Question #3: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

D. Question #4: \_\_\_\_\_

**Research/Support/Facts**- Min. of 1 direct quote & 1 paraphrased section with citation (Tolin).

1) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

2) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

3) \_\_\_\_\_  
\_\_\_\_\_

Source author and/or title: \_\_\_\_\_ page #? \_\_\_\_\_

**RESEARCH ORGANIZER: V. CONCLUSION PARAGRAPH**

Teacher Initials when complete:

\_\_\_\_\_ Date: \_\_\_\_\_

A. Restate your thesis:

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B. Summarize the main points of your paper (one sentence summary for each body paragraph)

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C. Conclusion statement (final thoughts about the topic/ something to leave your audience thinking about)

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